

STUDENT FAMILY HOUSING AT KANSAS STATE UNIVERSITY:
SATISFACTION AND FUTURE PROGRAMS

by

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INTRODUCTION

The influx of married students on college and university campuses came about after World War II when veterans returned from the war to complete college educations. The typical veteran was a male who brought with him not only a wife, but children as well. His arrival posed a new situation for college and university housing officers - where to house this new student and his family. (Donnelly, 1956)

Prior to the post war era, the few number of students who were married made little impact on the total student group, as most of them thought of themselves as married persons who, for one reason or another, were students. (Donnelly, 1956; Lattore, 1973; and Moore, Forrest and Hinkle, 1972). University-owned housing was mainly designed for single students in a dormitory or residence hall, which did not meet the needs of the married student couple or satisfy the social cultural norms of the American society. The norms require more privacy and space for the couple than the standard dormitory allows. It is felt that the married couple need to have a private unit containing cooking facilities, a bedroom, a bathroom, and a place to entertain their guests. (Morris and Winter, 1978).

Eckelberry (1946, p. 51) described the conditions of housing married students immediately after the war:

Institutions are resorting to various expedients to meet the need. The University of Arkansas has remodeled a barrack. The University of New Hampshire has arranged for the use of apartments in a Federal Public Housing Project originally built for shipyard workers, several miles from the campus. Some institutions are using trailers. The problem is so urgent that makeshift arrangements are necessary. The more acute phase of the problem itself will continue for a few years only...

At first the situation was viewed as temporary, one that would last four or five years until the veteran completed his degree. Then, it was assumed, things would get back to normal. Donnelly (1956, p. 34) stated the situation almost ten years after the veteran began arriving:

Something went wrong with our crystal gazing, for the veterans got their educations and went away, but the married students didn't. All of us who kept statistics on students began to realize that, when the veterans left, the percentage of married students dropped slightly, but that was all. And before we recovered from that surprise, the percentage of married students began to increase again, and that's where we are today.

Today, some thirty years after this trend began, married students are still a vital part of the student population. The 1970 Census indicated that 23.7% of the total United States enrollment for higher education were married. (Bureau of Census, 1970). Today's married student may be either male or female and vary widely in age, class standing, economic situation, and number of children as well as personal and professional goals.

The housing of married students has also advanced on many university campuses. The apartment type of housing is the most widely used, often with added features such as dishwashers, laundry facilities, carpeting, day care facilities, swimming pools and other social and recreational opportunities.

The married student has some problems in common with the single student, doesn't have some of the problems of the single student, and has some problems peculiar to the marital status. Although the married student's needs for continuing opportunities for academic endeavors may be similar, the married student differentiates a number of goals and tasks from those of an unmarried student.

Financial pressures of living on relatively low incomes such as veteran's benefits, assistantships, loans, fellowships, earnings of one spouse, and/or contributions from relatives may increase the married student's desire to graduate as soon as possible. Married students have unique interpersonal developmental tasks in that many are in either the first or second stage of the family life cycle: the first five years of marriage or the early stage of parenthood. The married student's social and recreational interests are different from those of unmarried students whose social activities frequently center on opportunities for meeting, dating, and courting.

The university should realize that the married

student does need opportunities for personal growth similar in many ways to the unmarried student, and also those unique to marital status and the family as a whole. The married student does not view housing only as a physical amenity, but also as an opportunity for social, educational and recreational facility for the whole family.

The purpose of this study is to provide the Department of Housing with background information to be used in providing future projects in meeting the needs and wants of students living in student family housing. Questions that the study will answer include:

1. Who is the married student? What roles does the married student have?
2. What does the married student and his/her family want and need in housing?
3. What types of social and recreational facilities does the married student want and need?
4. What role should the University's Department of Housing play in providing housing, social and recreational opportunities to meet the married student's desired needs and wants?
5. What problems does the married foreign student have that should be considered when planning housing for this group?

REVIEW OF LITERATURE

Social cultural norms often determine values, needs, and wants of the people in that society. The norms relating to housing in the American society are a major factor in determining the space, tenure, expenditure and quality of the dwelling people choose to live in. Morris and Winter (1978, p. 84) define a housing unit that meets the U. S. normative definition as "at least a weather-tight group of interconnected rooms with complete kitchen facilities and a complete bathroom for the exclusive use of the residents of the unit." A separate dwelling for each family in the United States is perhaps the major cultural norm.

Space Norms

"Space norms prescribe the amount of space a family should have and are dependent upon family size and composition." (Morris and Winter, 1978, p. 87). One means of measuring housing space is the number of persons per room. The Census measures crowding by using a ratio of 1.01 or more persons per room (not including bathrooms, hallways, and porches) as the point at which people in a household are living in overcrowded conditions. Severe overcrowding is a ratio of 1.51 or more persons per room.

The number of square feet per person is another way of measuring crowding. The Department of Housing and Urban Development has set minimum property standards for multifamily housing and low cost housing as follows:

Type of Room and Unit	Minimum Area (Sq. Ft.)	
	Multifamily Housing	Low Cost Housing
Living unit with		
1 bedroom:		
Living room	160	140
Dining room	100	80
Kitchen	60	50
Total bedrooms	120	110
Living unit with		
2 bedrooms:		
Living room	160	140
Dining room	100	80
Kitchen	60	50
Total bedrooms	200	180
Minimum bedroom	80	70

(U.S. Department of Housing and Urban Development, Minimum Property Standards for Multifamily Housing. Washington: U.S. Government Printing Office, 1971, p. 70; U.S. Department of Housing and Urban Development, Minimum Property Standards for Low Cost Housing. Washington: U.S. Government Printing Office, 1966, p. 9 in Morris and Winter, 1978, p. 92).

A third measure of space, and the primary way that American families assess their housing space needs is bedroom need. Cultural norms influence the number of bedrooms that a family needs, and a deviation from the normatively prescribed number of bedrooms is called a bedroom-need deficit. Morris and Winter (1978, p. 98) have compiled various measures of bedroom need into the following general needs:

1. No more than two persons are allowed per bedroom.
2. No other individuals should share the parental bedroom, other than husband and wife.
3. Children of the opposite sex who are past an age well below puberty should not share bedrooms.

4. Older teenagers and single adults should have their own rooms.
5. Children of quite different ages should not share bedrooms.

When a family has met these criteria, it is meeting the cultural norms and has no cultural bedroom deficit. If the family has fewer bedrooms than the norms indicate, it will have a cultural bedroom deficit. A deficit may be a source of dissatisfaction, causing the family to desire to move to a larger dwelling or want to add more bedrooms in order to satisfy the cultural bedroom need norms. Using the cultural bedroom deficit criteria, Yockey (1976) found that the more crowded the participants were as measured by the lack of bedrooms to meet normatively prescribed need, the less satisfied they were with their housing. If a family has more bedrooms than the prescribed norms require, a positive deficit occurs. Generally a positive bedroom deficit is considered desirable.

Tenure Norms

The norm for home ownership has existed since the founding of the United States. Home ownership is often referred to as the "American Dream," and is still the primary form of tenure today. Yockey (1976) found that possible dissatisfaction with renter status may be reduced by substituting adequate space (more comparable to that of a home) for home ownership. However, dwellings with large numbers of rooms and ample yard space are seldom available for rent.

The norms indicate that it is acceptable for single persons or young childless couples to rent, but couples with children or older childless couples are encouraged to be home owners. Tenure deficit occurs when a family rents, but the norms prescribe ownership for their particular family situation. (Morris and Winter, 1978).

Tenure is closely related to structure type. Single family homes are more available for ownership and multi-family units are more available for rent. The norms indicate that for young childless couples, apartments are permissible. However, for couples with children, a single family detached house is considered more desirable. Therefore, a couple with children living in an apartment would have a structure type deficit.

Expenditure Norms

Expenditure norms prescribe that the family expenditure level be related to their socio-economic status. Morris and Winter (1978, p. 134) compiled existing rules of thumb for housing expenditure:

No more than two or two and a half times the annual income; one month's house expenses should not exceed one week's pay, or between 20 and 25 percent of the monthly income; one week's pay should equal one percent of the price of the house.

Although these rules of thumb are still recommended by many lending institutions, they may not be usable for low income families who often pay as much as 50 percent of

their monthly income for housing. "When deciding how much they should spend on housing, families do not think in terms of a flat percentage of their income. Rather, they think in terms of recent increases (or decreases) in income, their expectations of future income changes, the cost of a potential new residence in comparison to that of their present residence, and their current level of satisfaction." (Morris and Winter, 1978, p. 135).

Quality Norms

Quality norms prescribe that housing be of a quality level correlating with the family's social status. "A normative housing deficit occurring when the housing of a family is below prescribed levels of attributes considered necessary for the fulfillment of housing norms can be viewed as a determinant of the level of housing satisfaction." (Harris, 1976, p. 7). Housing quality is often indicated by the market value of the dwelling. However, market value is also influenced by the community and the neighborhood.

Housing quality has been found to be related to satisfaction with the housing. Harris (1976) developed an index of housing quality including the basic physical conditions of the dwelling, the presence of full and half bathrooms, insulation and storm windows, air conditioning, and various amenities. The measure developed was

significantly related to housing satisfaction. Lindamood (1978) found in a study based on rural southern households a significant relationship between housing quality and overall satisfaction with housing.

Housing Satisfaction

"What a person seeks and is satisfied with in housing may be a result of his basic value system." (Humphries, 1976, p. 63). A person's basic value system is formed in part by the environment he grew up in; the cultural and social norms that set the standards for that particular society. Morris and Winter (1978, p. 145) state that, "the level of satisfaction results primarily from the presence of housing deficits. The deficits exist because housing does not meet cultural, community or family norms." Residential deficits produce lower levels of housing satisfaction.

Lindamood (1978, p. 1) states that, "satisfaction is one means of determining how well housing is serving the residents - or more specifically, how well the unit corresponds to expectations about housing." A high level of correspondence is indicated by satisfaction with housing, a low level is indicated by dissatisfaction. Only the resident can judge how well the unit fulfills perceived needs. The measurement of housing satisfaction is one method of determining if the needs and wants of

the residents are being met. Factors other than the house itself also influence the satisfaction level.

Neighborhood satisfaction has been found to have a direct effect of housing satisfaction. (Rossi, 1955; and Morris and Winter, 1978). Fults (1958) found that the homogeneity of residents living in married student housing increased neighborhood and housing satisfaction. Morris and Winter (1978, p. 125) state that "neighborhood norms require that the family live in a neighborhood appropriate to their social and economic status. Family norms appear to require that neighbors be relatively similar." Gans (1962) suggests that cultural neighborhood norms play a part in determining housing satisfaction. The lifestyle of the people living in Boston's West End determined their desire to live there. Their housing conditions may have been classified by maddle-class standards and norms as an undesirable slum, but their way of life made them satisfied.

Ermuth (1974) tested socio-economic and demographic characteristics of each household, such as income, age, size, family composition, and tenure as predictors of housing satisfaction. In addition, three sociological attitude scales, each consisting of a series of questions to measure the same underlying attitudinal continuum were tested as indicators of housing satisfaction. It was found that the length of residency and the socio-economic status were significant predictors of residential satisfaction.

Rossi (1955) relates mobility with housing satisfaction in that the dwelling must meet the family's needs and dissatisfaction produces mobility. He found that the major function of mobility to be the process by which families adjust their housing to meet their housing needs that are generated by shifts in the family composition that accompany life cycle changes. Tenure, tenure preference, the space within the dwelling, the neighborhood and costs differentiated mobile and stable households. The less satisfied a household was with these aspects of their housing, the more likely was the household's desire to move.

Cultural norms influence the level of housing satisfaction. When a family's housing meet or surpasses the cultural norms satisfaction occurs. The housing norms indicate different criteria for various age groups, family composition, family size, and socio-economic status.

Married Student Housing

There are two schools of thought in regards to the role that the University should play in providing housing and other facilities for married students and their families. Some administrators have the view point that if a person is old enough to marry, the University should not provide any further services to them. Some institutions do not provide any housing for married students. Donnelly (1956, p. 36) states that "we should try to help them (married

students) to live fairly normal family lives, even though they are students. We can do this only by leaving them alone as much as possible." Nolan (1967, p. 112) feels much the same way:

In my own convictions, we should provide them with adequate apartments and very little else. I would not give them a swimming pool; I would not give them social facilities, etc. Not only do I consider these unnecessary special facilities, but I submit that they can be bordering on a disservice to the student. The married student, between the demands of his educational program and the responsibilities of his family life, is indeed a very busy man, and any extras you give him to take his attention away from these two main areas of responsibility could be a disservice. In my recommendation, skip the extras. Give them good, sound, basic housing and stop it there.

Moore, Forrest and Hinkle (1972) found that the respondents did not move into university-owned housing with a primary aim of meeting their social needs, but because of the convenience. The apartments are easy to rent, low in cost and close to campus. On the other hand, when asked more directly about the social aspects of married student living, they listed the following as positive aspects: a broad range of commonalities (interests, goals, age, problems), friendly neighbors, and any chance to meet new and different persons. The negative social aspects mentioned were: lack of opportunity to meet new persons, too few organized social activities, inconsiderate neighbors, and not enough privacy. Moore, Forrest and Hinkle concluded that the sample included three subgroups: "(a) a vocal

minority saying loud and clear: "Leave us alone; we don't want or need any social organization"; (b) a larger group of married students who don't care one way or the other; and (c) a significant minority saying: "Yes, we'd appreciate your professional assistance."" (p. 46).

This last group represents the second side viewpoint of administrators in providing housing and facilities to married students. Barrett(1967, p. 113) states, "As I see our job, it is our task to recognize the needs of these people and to try to satisfy them, and also to cope with the problems that come along...people are actually the important thing in our housing. Our program will be on a sound foundation if we try to analyze the needs, recognize what they are, and develop a program that will satisfy and serve the needs of our tenants."

"Married students living on campus confront problems which are not being recognized by the institution. Resolution of many of these problems, the students feel, is the responsibility of the institution and relate not only with the student's needs but also with the needs of their spouses and children." (Greenberg and DeCoster, 1973, p. 33). Thus, the student's concerns involve not only the physical amenities, but the provision of social, informational, recreational psychological, and health services.

Bloomfield (1965) reported the following list as typical of written objectives used for married student

housing: fundamental physiological needs fundamental psychological needs, protection against contagion, protection against accidents. He also found that three out of four deans indicated that their institutions were attempting to solve the married student housing situation without clear statements of married student housing objectives.

Frank(1957) suggests that the aim of student housing should be to provide for a way of living commensurate with the needs and the aspirations of students, incorporating in the housing whatever may be conducive to these purposes. Donnelly (1956) suggests that the married student goes to college for the same reasons that the single student does: the economic pressure to have a college degree, the social pressure to have a degree, and the honest desire to get an education.

Greenberg and DeCoster (1973, p. 25) state:

Differences existing between married and single students seem to lie within the nature of marriage and its responsibilities. The combination of marriage with obtaining an education can pose problems of a unique nature including the role of the non-student spouse, the provisions of adequate housing, finding time for spouses to be together, and the general marital responsibility of one person to another. Children, of course, often magnify these problem areas.

Married Persons as Students

In addition to the role as a student, the married student may also have the role of being a spouse, a parent, a wage earner, a housekeeper, or a combination of them.

Each role is different and has different requirements placed upon the person in order to fulfill it.

One requirement of the role as a student is the time and place to study. Riker (1961, p. 75) recommends Stuart M. Stoke's, "Characteristics of Good Study Space for the Typical Student," from his book, Student Reactions to Study Facilities, as a guideline for adequate study space:

1. A small room where one may study alone or with possibly one or two other students.
2. A place being used exclusively for study-at least at the time.
3. Freedom from distractions of movement and noise caused by other people.
4. Freedom from distractions of noise from physical sources.
5. Good lighting.
6. Temperature and ventilation under personal control.
7. Easy access to books and other study materials.
8. Comfortable chairs, adequate desk space, and book shelves.
9. Some chance to relax, wear "easy" clothes.
10. Decor and furnishings which are plain but not ugly, definitely not plushy or arty.

The parent-student may find it difficult to study in a small apartment with a baby or young children who make demands and are noisy. In this situation, trying to find a private, peaceful place for study becomes almost impossible in the apartment. When the bedroom is used for study, the living room must often accommodate TV, children, guests, or all three. Study spaces away from the apartment are considered acceptable only if within a very short walking distance, and even then represent a physical separation of the family that is often not acceptable. (Donnelly, 1956;

and Rieman, Weisenburger and Cool, 1972).

In their study of attitudes of students living in University Married Student Housing at Indiana University, Greenberg and DeCoster (1973) found that married student families which include children confront the following problem areas more frequently than those without children: (1) recreational facilities for children, (2) child care and babysitting services, (3) personnel dealing with married students' problems, (4) educational opportunities for spouses, (5) concern for financial problems, and (6) concern for mental health problems of family members. As non-student spouses and children influence the student's growth and development, these individuals require institutional attention. Greenberg and DeCoster concluded:

1. In assessing the needs of married students, issues must be viewed within a family context including the spouses and children of married students.
2. The developmental, educational, recreational, and social needs of married student families seem to represent a greater diversity of concerns and issues than does the typical single student population.
3. In attempting to identify needs of married students, institutional personnel must recognize high priority of the sub-groups within the married student population.

In their study concerning family size as a factor in the marital adjustments of college couples living in University-owned married student housing at Purdue University, Christensen and Philbrick (1951) found that about seventy-five per cent of all participants would not wait to get married until after finishing college if they had the

opportunity to do it over again. However, more would wait to have children. The majority of respondents indicated that children were an aid to their marital adjustment, but disturbed the successful accomplishment of college work. They concluded that college attendance, when combined with marriage and parenthood, creates family tensions for some of the persons involved. Reasons given for this include: Financial sacrifices and worries involved; unsatisfactory living conditions; school and lessons take too much time from home life; too little time for recreation; tensions from school are often transferred into the home; the realization that the situation is temporary keeps one unsettled; children increase economic demands and complicate the housing situation; and the added noise and distraction make studying difficult.

Financial difficulties are one of the most frequently mentioned burdens for married students. They are more often employed and work longer hours than unmarried students; one member of the family is frequently employed full-time. Parents may cease to be a source of funds following marriage, making the couple dependent upon its own resources and efforts. (Donnelly, 1956; Greenberg and DeCoster, 1973; Rieman, Weisenburger and Cool, 1972; and Frank, 1957). Donnelly stated that at least seventy-five percent of the married students do not have help from their parents. Fults (1958) in his study of housing needs of married students

at Indiana University found that the most universal concern of the married student was rent.

Another cost concern of the married student with children is that of daycare for preschool children. Co-operative child care activities provided by the University or the students themselves can sometimes enable both parents to go to school or work, where otherwise, one parent would have to stay home to take care of the child. Frank (1957) suggests that a nursery or baby sitter service be provided and organized co-operatively, utilizing available students and residents, serving often on a reciprocal basis of helping each other in play groups and nursery schools.

The baby-sitting coop concept was tried in an experimental social center at Colorado State University in a study by Moore, Hinkle, and Forrest (1972) and was found to be successful. The mothers also reported that they would willingly use, on a daytime basis, rooms for a cooperative nursery in a permanent social center. In a previous study at Colorado State University by Moore, Hinkle, and Forrest (1972) of married student's interests, the baby-sitting cooperative and day nursery ideas received considerable support.

At Florida State University, a similar concept is used through the Family Life Service in providing a Babysitter Referral Service which maintains a central file where any FSU student or their family members may register as an

available sitter. Hughes (1973, p. 35) states that "this allows many students to earn extra money needed for school expenses as well as assisting married students, faculty or staff members in locating moderate cost child care. The service handles full or part-time referrals at no charge to either party."

Foreign Students

One subgroup of the married student population that bears special mention is the married foreign student. Price (1964) characterizes the foreign student as often being older than the typical U.S. student, accustomed to a degree of privacy, less tolerant than U.S. students of disturbances of his work, less interested in extra-curricular activities, and prefers to live with people of his own age and country, if possible. The Department of Housing at Kansas State University estimates that about one-third of the students living in the student family apartments are foreign students.

In addition to the problems faced by the fact that they are married students, foreign married students often have additional problems that American students do not have. Bang (1965, p. 207) states that, "The one characteristic which all foreign students do share in common is their foreignness, although this differs in degree between the various nationalities, and between each nationality and ours."

Their foreignness finds its most significant expression in their unique culture; their system of values as it differs from our system of values."

Homesickness, housing, social relationships, language, finances, food and separation from family are additional problems of foreign students. (Gabriel, 1973; Johnson, 1971; Kahne, 1976; and Stafford, Marion, and Salter, 1978). Stafford, Marion, and Salter (1978) found that problems varied by geographical area the foreign student came from. The most serious by area being Africa (unfriendliness), Europe-Canada (homesickness), India-Pakistan and Orient (social relationships, future vocational plans), Middle East-Arab and South Central America (homesickness, housing). African students reported the greatest overall level of difficulty and South-Central American students the lowest level.

Bank (1965) views housing for the foreign student as being the most personal and intimate of all aspects of the American experience. It is in the four walls of the substitute for home, whatever its nature, that the foreign student can most easily be himself, can relax from tensions of living in a strange society, from the academic competition with American peers, and from the constant strain of having to express himself in a strange language.

Due to increasing financial difficulties often caused by restrictive interpretation of work regulations, and the

linking of financial arrangements to political considerations, the foreign student may seek inexpensive housing arrangements. In a study by Coan (1966) at the University of Kansas, it was found that about half of the participants felt improperly informed about the legal commitments and personal obligations involved in housing arrangements. For these reasons, the foreign student often looks to the university for help and guidance in seeking housing arrangements that are low in cost and for interpretation of legal agreements. Some universities offer housing specifically for the foreign student, but most prefer to house foreign students with American students. The National Association for Foreign Student Affairs (1967) recommends that married foreign students have housing similar to that of American couples.

Housing directors and their staff are important members of the university team which must assist the foreign student advisor who is coordinator of services to foreign students. The National Association for Foreign Student Affairs (1967) suggests that foreign students advisers and housing officers try to improve the housing experiences of foreign students by examining facilities, current practices, and problems with housing. Domingues (1970) advises that university officials working with foreign students need to be aware of and understand that foreign students progress through

phases: the spectator, adaptive, "coming-to-terms", and predeparture. Officials also need to know the characteristics of American culture that are most different to foreigners.

Ramberg (1977) suggests that foreign student advisers should try to talk openly with their advisees about the difficulties they encounter and convince them that they can seek help without being ashamed or insulted. The university should also provide various programs that will help the foreign student adjust to new surroundings and the American way of life. Volunteers can meet foreign students at transportation terminals when they arrive; provide temporary housing; take them to the housing office; help them look for housing; assist in interpreting their responsibility as tenants; and take them to the supermarket to buy the household essentials for housecleaning. Various programs can be developed in assistance to foreign wives such as introducing them to the American kitchen, a supermarket, housecleaning tips, furniture arrangement and babysitters. (Bang, 1965; Bioland, 1967; and National Association for Foreign Student Affairs, 1967).

The foreign student should be recognized as having problems that are uniquely caused by his foreignness. However, housing officials should not single out the foreign student as being different. Kahne (1976) states that, "International students need to be considered more as students than as foreigners." Special programs and social contacts

should be provided so the foreign student can learn the American way of life so that the uneasiness of being in a strange place is lessened, yet, they must be enabled to retain their own national characteristics for a comfortable and beneficial return to their native lands.

MARRIED STUDENT HOUSING AT KANSAS STATE UNIVERSITY

The married student housing at Kansas State University is called Jardine Terrace Apartments. Jardine has 576 apartments available to married students, both undergraduate and graduate, and their families. The Department of Housing at Kansas State University has established the following requirements of eligibility for students desiring to reside in Jardine:

1. Either the husband or wife of a family unit may qualify as the student, providing that individual is a full time student and the primary purpose for coming to Manhattan is to further his/her education at Kansas State University.
2. No more than two children living with parents will be accepted in an apartment at Jardine Terrace.
3. A single parent may qualify for an apartment providing at least one child and no more than two children will be living in the Jardine Terrace apartment.
4. Should both husband and wife be enrolled and should either complete his/her education a semester before the other, either spouse may continue his/her education the following semester even though due to employment circumstances one or the other may have to move away.
5. A single graduate student may be assigned a Jardine Terrace Apartment for a summer session only assignment and he/she may be assigned a fall apartment after September 1 of the school year to the following August 1.

Construction for Jardine Terrace began in 1957 with 192 units. In 1959, 264 units were started and the project was completed in 1963 with 120 additional units. Jardine is expected to have a lifetime expectancy of forty years - until 2000 to 2005 - that is, without any drastic deterioration.

Jardine is presently mid-way through its life-time expectancy.

There are 24 apartment buildings, each containing 16 one bedroom units and 8 two bedroom units. Each building also has a mechanical room. The apartment buildings are L-shaped with identical wings. The individual units are one-level flats with 4 one bedroom units and 2 two bedroom units on each level of the wing. The ground floor units have direct site access, while the upper units open onto a long exterior connecting hallway which has exit stairs on each end of the building and in the center where the L meets. There are also six laundry buildings scattered throughout the site. Figure 1 is a diagram of the Jardine site layout and the apartment number schedule. The buildings are assigned an alphabetical letter whereas the numerical apartment assignment is the same for each building. The buildings are red brick with painted woodwork of different colors to distinguish the building. This concept is used to make it easier for the children to identify which building they live in.

The individual unit consists of one or two bedrooms, one bath, a living room, and a kitchen equipped with appliances. Figure 2 is a floor plan on a one bedroom apartment and Figure 3 is a two bedroom apartment. The apartments are arranged side to side so that some

apartments are the reverse of the floor plans in Figures 2 and 3. The apartments may be either furnished or unfurnished. The furnished apartment contains the following:

Kitchen: Built-in range and oven, refrigerator, cabinet and counter space.

Living Room and Dinette Space: Table, four side chairs (one additional side chair for two bedroom apartments), desk, two lounge chairs, divan, coffee table, table for lamp, floor lamp, and table lamp.

Bedroom: Bed, springs, mattress and dresser with mirror. The second bedroom in the two bedroom apartments has only a chest of drawers furnished.

Only the kitchen appliances are furnished in the unfurnished apartments. The floors are tiled and the windows have venetian blinds. The tenant must furnish his own draperies, curtains and floor rugs. A 208 volt outlet is located in the apartment living room should the tenant wish to install an air conditioner.

The 1978-1979 monthly rental rates for the one bedroom units was \$100 for a furnished unit and \$95 for an unfurnished unit. The two bedroom rates were \$120 and \$110 respectively. Figure 4 is a pie chart of how the Jardine rent dollar was used by the Department of Housing for the fiscal period ending December 31, 1978.

Recreation facilities available to the Jardine Terrace resident include a multi-purpose park which contains sod covered beams for climbing, sand areas, merry-go-round, spring animals, benches, picnic tables

under cover, cook-out grills, and water hydrants. Courts are available for softball, basketball, tennis, and volley ball. There are swings and sandboxes behind most buildings. Garden plots (8' x 15') behind buildings Q and X are also available to tenants.

Jardine Terrace has its own student government organization called the Council of Mayors composed of mayor representation from each complex area in Jardine and one mayor representative from the North Campus Courts area. The presiding officer for the Council of Mayors is the Executive Mayor. The student government governs under a written constitution adopted by residents of Jardine Terrace Courts and North Campus Courts, and approved by the University Housing Council. This organization is responsible for an equitable dispersal of the Social and Educational Fund, garden plot assignments, intramural participation, park use, administration of the pet policy, and traffic control in and out of Jardine-North Campus on home football game days. The Executive Mayor represents Jardine and North Campus Courts on the University Housing Council. The Mayors' Council appoints a representative to the Student Government Association Judiciary Council. The Mayors meet twice a month.

Figure 1. Jardine Site

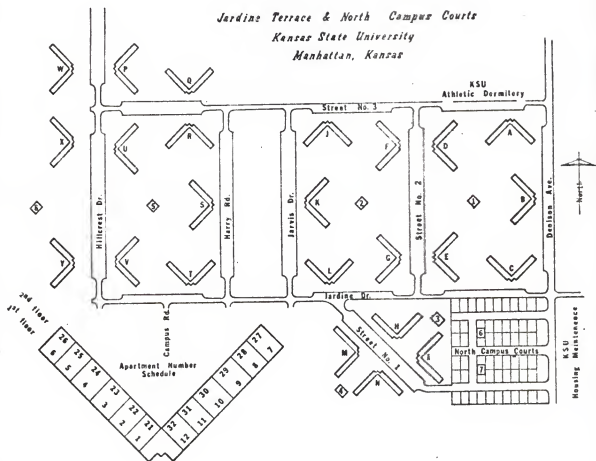
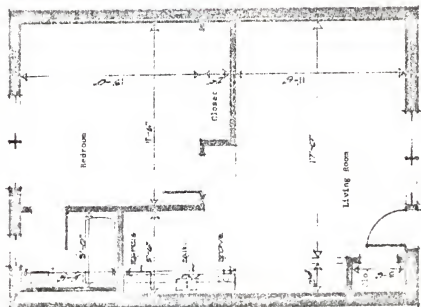
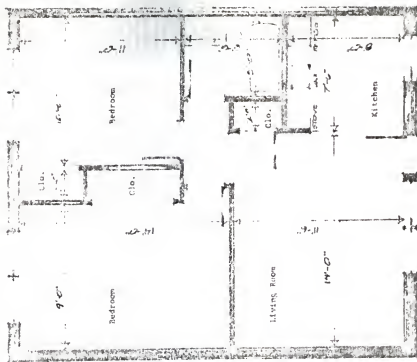


Figure 2. One Bedroom Floor Plan



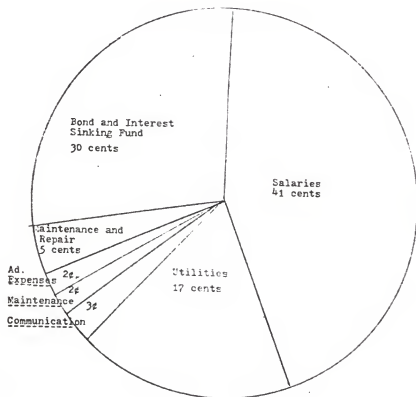
TYPICAL ONE BEDROOM APT.

Figure 3. Two Bedroom Floor Plan



TYPICAL TWO BEDROOM APT.

Figure 4. Jardine Housing Dollar Expenses
(Fiscal period ending December 31, 1978)



PURPOSE

This study is intended to be used by the Department of Housing as a guide for meeting the needs and wants of the students living in Jardine Terrace Apartments. The background information provided by this study can be used as a base for future proposals and activities regarding student family housing at Kansas State University.

Specifically, the study will:

1. Determine the demographic characteristics of the students living in Jardine Terrace Apartments,
2. Examine the characteristics of their housing that they are most and least satisfied with, and what they would like to change,
3. Determine their participation in the Jardine Student Government activities, and
4. Assess their desires for future projects and activities.

The Variables

The independent variables are those which describe the housing situation: crowding, rental cost, maintenance, conditions of the unit, student government, parking, pest control, noise, outdoor play area, heating of the unit, etc.

The dependent variable is the level of satisfaction.

Moderator variables include: previous housing situations, how long the couple has lived in Jardine, how long the couple has been married, and the economic value system of the participant.

The control variables include: age, sex, marriage status, number and age of children, student classification, total number of people living in the unit, the type of unit: one bedroom or two bedroom; furnished or unfurnished, and the family's income.

Measurement of Variables

For the purpose of this study, the terms have been operationally defined as:

Crowding: Using a bedroom deficit measure, bedroom need is measured as: parents or a single parent equals one bedroom needed; each pair of children equals one bedroom needed, each additional adult equals one bedroom needed.

For example, if the household consists of both parents, and three children, the bedroom need is three (one for the parents, and two for the children). If the family is living in a two bedroom apartment, crowding exists.

Family Life Cycle: Stage one: married couple without children; stage two: married couple or single parent with children.

Income: Total annual income of the family. Sources include: earnings of any member of the family, gifts, loans, scholarships, fellowships, and any other sources.

Family Structure: Type of household living in Jardine: Single male, single female, married-husband and wife together, married-husband only living in Jardine, married-wife only living in Jardine.

Expenditure: All housing-related costs including rent, utilities, laundry facilities, etc.

Household: Occupants of an individual apartment unit.

Head of Household: Male, or student member of family.

Housing Satisfaction: The level of contentment with current housing conditions, on a scale of four: very satisfied, satisfied, dissatisfied, and very dissatisfied.

PROCEDURES

A questionnaire was mailed to each occupied apartment in the Jardine Terrace Apartments in February, 1979. The questions were pre-tested in a survey of off-campus students during the fall semester 1978, and reworded to apply specifically to Jardine residents. Of the 576 apartments in Jardine, 29 were vacant at the time the questionnaires were mailed. Thus 547 questionnaires were sent along with a cover letter explaining the study. (Appendix A)

Prior to the mail-out, the researcher attended two of the Jardine Mayors meetings to explain the purpose of the study. The Mayors were supportive by encouraging Jardine residents to participate in the survey and mentioned it in their minutes. (Appendix B)

After the questionnaires had been out two weeks, a follow-up letter was delivered to each of the occupied apartments reminding and encouraging the residents to complete and return the questionnaire. (Appendix C)

A total of 304 (55%) of the questionnaires were returned.

Frequencies, crosstabulations and breakdowns of the data giving chi square analysis were used for the initial analysis of the data. Bivariate and multivariate analysis was then used to give more complete analysis.

FINDINGS

Description of the Sample

The residents of Jardine have been married an average of four years. Most are living with their spouse and have no children. Most of the children are pre-school age. The mean age of the male respondents is 27, and the female respondents 24. The greater portion of the respondents are upperclassmen or graduate students. In over half of the households, only the husband is attending KSU. (Table 1).

About one third of the respondents are not U.S. Citizens. Thirty-one different countries were represented in all, with Nigeria, Taiwan, Korea, Iran, India and the Republic of China represented most frequently.

The mean annual income of the respondents falls in the \$5,000 to \$6,999 range. One or both spouses may be employed either full or part time. Many of the respondents indicated they were not employed during the school term.

Description of Housing

The average length of residency in Jardine is 15 months, with the length of residing in the present apartment being about a year. Almost a third of the respondents indicated they prefer to live in Jardine over other types of housing, while attending KSU, although slightly over 40 percent would prefer a single

family home. (Table 2). Chi square analysis showed that respondents who are dissatisfied with Jardine would prefer to live in other types of housing rather than in Jardine, but those who are very satisfied with Jardine prefer to live in Jardine. (Table 3).

The average amount that respondents indicated they could afford for housing, including utilities is about \$131 per month, about what they are paying now for a two bedroom unit. (Table 2).

About one-third of the residents thought the rules are adequate but lack enforcement. Another third felt the rules are adequate and effectively enforced. Almost half of the respondents stated that substandard conditions exist in their unit. Conditions most frequently mentioned include: kitchen unit, no shower, furniture, noise, and heat system.

The rate of participation in activities provided for the residents is low. Most of the respondents had not attended a mayors meeting or participated in an intramural activity. Comments of the respondents concerning social and recreational opportunities include: "there are none," "activities are not well advertised," "I didn't know there were any," and "we don't want any."

TABLE 1 Characteristics of the Sample

VARIABLE	MEASUREMENT	PERCENT	MEAN	NUMBER
Household Type	Single Male	3.8		11
	Single Female	3.3		10
	Married H & W	86.0		258
	Husband Only	3.8		11
	Wife Only	3.1		9
Which household member is a student at KSU	Single Male	3.7		11
	Single Female	3.3		10
	H & W Both	32.8		98
	Husband Only	52.8		158
	Wife Only	7.4		22
Student Classification (Female)	Freshman	2.6		4
	Sophomore	9.8		15
	Junior	14.4		22
	Senior	27.5		42
	Graduate	35.2		52
	Non-degree	10.5		16
	(Male)			
	Freshman	3.7		10
	Sophomore	2.5		7
Age	Junior	13.3		36
	Senior	29.2		79
	Graduate	49.8		135
	Non-degree	1.5		4
Length Married	In years:			
	Male		27	277
	Female		24	266
Citizen	Years		3.9	270
Citizen	U.S.	67.6		202
	Non-U.S.	32.4		96
Children	No Children	63.2		192
	One Child	23.7		72
	Two Children	10.5		32
	Three Children	2.0		6
	Four Children	0.7		2
Age of Children	In years:			
	Oldest child		3.7	112
	Second child		3.4	39
	Third child		3.1	8
	Fourth child		1.5	2

TABLE 1 Continued

VARIABLE	MEASUREMENT	PERCENT	MEAN	NUMBER
Number of Adults Living in Unit	One	11.9		31
	Two	87.4		241
	Three	0.7		2
Annual Income	Less than \$1000	3.3		9
	\$1000 to \$1999	1.0		3
	\$2000 to \$2999	4.6		14
	\$3000 to \$4999	22.7		69
	\$5000 to \$6999	24.0	(mean)	73
	\$7000 to \$8999	18.4		56
	\$9000 to \$9999	7.2		22
	Over \$10,000	11.8		36
Male Employed	Hours per week		12.5	225
Female Employed	Hours per week		17.5	205
# of Automobiles Owned	Zero	1.7		5
	One	77.8		228
	Two	19.5		57
	Three	1.0		3
# of Motorcycles Owned	Zero	93.8		285
	One	5.3		16
	Two	1.0		3
# of Bicycles Owned	Zero	57.6		175
	One	21.4		65
	Two	20.4		62
	Three	0.7		2
Previous Housing (Female)	Single Family	87.9		217
	Duplex	1.6		4
	Townhouse	4.0		10
	Mobile Home	0.4		1
	Apt. in a House	1.2		3
	Apt. > 4 Stories	1.6		4
	Apt. < 5 Stories	0.9		2
	Other	2.4		6
(Male)	Single Family	82.1		224
	Duplex	1.5		4
	Townhouse	6.2		17
	Mobile Home	1.0		3
	Apt. in a House	2.6		7
	Apt. > 4 Stories	1.8		5
	Apt. < 5 Stories	1.5		4
	Apt.-Comm. Bldg.	0.4		1
	Other	2.9		8

TABLE 2 Characteristics of the Housing

VARIABLE	MEASUREMENT	PERCENT	MEAN	NUMBER
Apartment Type	Unfurnished	26.0		78
	Furnished	74.0		224
	One Bedroom	64.7		194
	Two Bedroom	25.3		106
Lived in Jardine	Months		15.0	296
Lived in Apartment	Months		12.7	296
Housing Preference	Jardine	32.2		95
	Single Family	42.7		126
	Duplex	7.8		23
	Townhouse	7.5		22
	Mobile Home	1.7		5
	Apt. in a House	3.7		11
	Apt. Complex	4.1		12
	Apt. Comm. Bldg.	0.3		1
Substandard Conditions	No	51.6		147
	Yes	48.4		138
Where to go to Complain	Housing Dept.	72.2		209
	Manager	11.5		33
	Maintenance	7.6		22
	Mayor	5.6		16
	CRB	0.7		2
	Pres. Acker	0.3		1
	No one	1.4		4
	Don't Know	0.7		2
Utilities	Monthly Cost		11.43	284
Could Afford for Total Housing Costs	Monthly Estimate		131.32	271
Existing Rules and Regulations	Too Restrictive	22.3		62
	Too Liberal	3.9		10
	Adequate Lack Enforcement	37.4		104
	Adequate Enforced Effectively	36.4		101

TABLE 2 Continued

VARIABLE	MEASUREMENT	PERCENT	MEAN	NUMBER
Cost as Housing Consideration	Most Important	65.2		186
	2nd Important	21.9		62
	Important	11.9		32
	Least Important	1.0		3
Location as Housing Consideration	Most Important	15.3		42
	2nd Important	28.5		78
	Important	24.7		68
	Least Important	31.5		87
Quality as Housing Consideration	Most Important	19.0		52
	2nd Important	38.8		106
	Important	32.9		90
	Least Important	9.3		25
Size as Housing Consideration	Most Important	3.3		9
	2nd Important	10.7		29
	Important	28.6		78
	Least Important	57.4		157
Garden Plot	Do not have one	80.3		240
	Have one	19.7		59
Plant a Garden	Would not	20.0		20
	Would like to	80.0		80
Jardine Intramural Participation	Have not	84.1		254
	Have Participated	15.9		48
Mayor's Meeting Attendance	Have not	88.4		267
	Have Attended	11.6		35
Use Park	Daily	4.8		14
	Once a week	11.0		32
	Once a month	24.5		71
	Never	59.7		174

TABLE 3 Level of Satisfaction with Jardine by Housing Preference

Satisfaction	Jardine Terrace	Single Family percent	Other
Dissatisfied*	9.6	11.3	21.9
Satisfied	67.0	76.6	71.2
Very Satisfied	$\frac{23.4}{100.0}$ (n=94)	$\frac{12.1}{100.0}$ (n=124)	$\frac{6.8}{100.0}$ (n=73)

$$\chi^2 = 14.70, 4 \text{ df} \quad p \leq .001$$

*Includes both very dissatisfied and dissatisfied

Satisfaction with Housing

The majority of the respondents (85.8 percent) are satisfied or very satisfied with the Jardine housing facilities. (Table 4). This satisfaction level is similar to other satisfaction studies. Chi-square analysis showed that almost all of the respondents who indicated they were satisfied or very satisfied with Jardine would recommend other couples to live in Jardine. (Table 5). The reason most frequently given for their recommendation is cost. Jardine is comparably less expensive than other apartment complexes in Manhattan. Although it does not have all of the features that some of the others have, it does have its own unique features—low utility rates, close to campus, and a 30 day rental agreement. However, those who were very satisfied gave reasons other than cost and location. Their reasons were orientated towards their friends who also live in Jardine rather than physical aspects.

The respondents' satisfaction with social and recreational opportunities is much less than it is with the housing facilities. (Table 4). About half of the respondents were either dissatisfied or very dissatisfied with the social and recreational opportunities. The findings here are similar to those of Moore, Forrest and Hinkle (1972), as the student's primary aim in living there is convenience, but that they are still concerned

with social and recreational opportunities. When listing things they would like to improve or change, respondents indicated a desire for more informal, family related activities such as wing parties, picnics, football games and recreational activities rather than large, formal ones. (Table 9).

The quality of the unit had a direct relationship with the level of satisfaction. Those respondents who were dissatisfied with Jardine indicated that substandard conditions exist more frequently than those who were very satisfied with Jardine. (Table 6).

TABLE 4 Level of Satisfaction with Jardine in General, Recreation Opportunities, and Social Opportunities

VARIABLE	MEASUREMENT	PERCENT
Satisfaction with Jardine in General	Very Dissatisfied	1.8
	Dissatisfied	12.4
	Satisfied	71.8
	Very Satisfied	14.0
		(n=300)
Satisfaction with Recreation Opportunities	Very Dissatisfied	16.7
	Dissatisfied	31.7
	Satisfied	47.5
	Very Satisfied	4.1
		(n=260)
Satisfaction with Social Opportunities	Very Dissatisfied	16.5
	Dissatisfied	31.2
	Satisfied	48.8
	Very Satisfied	3.5
		(n=280)
Recommend to Others	Would Not Recommend	8.5
	Would Recommend	91.5
		(n=289)

TABLE 5 Satisfaction Level with Jardine by Recommendation of Jardine to Others

Satisfaction Level	Would not Recommend	Would Recommend
	percent	
Dissatisfied*	54.2	10.0
Satisfied	41.7	74.7
Very Satisfied	4.2	15.3
	100.0	100.0
	(n=24)	(n=262)

$$\chi^2 = 36.62, 2 \text{ df } p \leq .001$$

*Includes both very dissatisfied and dissatisfied

TABLE 6 Satisfaction Level with Jardine by Substandard Conditions

Satisfaction Level	No Substandard Condition Exists	Substandard Condition Exists
	percent	
Dissatisfied*	6.2	21.9
Satisfied	50.7	49.3
Very Satisfied	22.8	5.1
	<u>100.0</u>	<u>100.0</u>
	(n=145)	(n=137)

$$\chi^2 = 28.04, 2 \text{ df } p \leq .001$$

*Includes both very dissatisfied and dissatisfied

Likes, Dislikes, and Improvements Desired

In order to ascertain unstructured opinions about Jardine, the questions: "As far as comfort and satisfaction of you and your family are concerned, what are the three things that you like BEST about living in Jardine? What are the three things you like LEAST about living in Jardine? If you wished to improve your family's general satisfaction of living in Jardine, what changes would you make?" were asked.

Like Best

Rent was the most frequent response listed as the thing they liked best about living in Jardine. Following rent are: location to campus, maintenance, laundry facilities, neighbors, security and low utilities. (Table 7).

Responses varied according to whether the respondent is a U.S. Citizen or not. Rent and location are the most frequent responses in both cases, but from there on responses differ. Following location, U.S. Citizens liked maintenance, laundry facilities, neighbors, and low utilities while non-U.S. Citizens listed security, quiet, maintenance and adequate facilities.

Like Least

Noise was the most frequent response listed by respondents as things they liked least about living in Jardine. Following noise, responses include: no shower, small kitchen, bugs, no heat control, small space, parking, small refrigerator, furniture, and snow removal. (Table 8).

U.S. Citizens disliked different things than non-U.S. Citizens. Following noise and no shower, U.S. Citizens disliked the small kitchen, no heat control, small space, bugs, parking and lack of storage space, while non-U.S. Citizens disliked the furniture, bugs, small refrigerator, no heat control, snow removal and no air conditioner.

Improvements or Changes

Installation of showers was the number one improvement most frequently listed by respondents. Following showers are: make apartment soundproof, enlarge kitchen, new furniture, reserved parking stalls, larger refrigerators, install central air, carpet floor, more storage space, and better pest control. (Table 9).

TABLE 7 Frequencies of Responses to Things Liked Best About Jardine

Response	Like Best	Like Second	Like Third	% Stating Item
Rent	45.9	19.5	10.3	72.0
Location to Campus	22.0	33.2	12.6	62.5
Maintenance	1.7	8.7	12.1	18.9
Laundry	1.7	4.0	9.9	12.8
Neighbors	2.0	3.2	8.5	11.5
Security	2.4	4.7	4.5	10.1
Utilities	1.7	6.1	3.1	9.8
Quiet	4.4	2.9	2.7	9.1
Heat	2.7	1.1	4.5	7.1
Adequate Facilities	2.0	1.8	3.6	6.4
Privacy	3.7	1.4	1.3	6.1
Cleanliness	1.7	2.2	---	4.1
Space	1.7	1.4	0.9	3.7
Parking	---	1.1	2.2	2.7
Children's Play Area	---	1.8	1.3	2.7
Neatness	0.3	1.4	0.9	2.4
Furnished	0.3	0.7	1.6	2.4
Housing Staff	---	0.4	2.7	2.4
Comfortable	0.7	0.7	1.3	2.4
Outside Area	0.3	0.7	1.3	2.0
Contract Arrangement	---	---	2.7	2.0
Self-contained	1.4	0.4	---	1.7
Kitchen	0.7	0.4	0.9	1.7
Large Bedrooms	0.3	0.4	1.3	1.7
Gardens	0.3	---	1.8	1.7
Floor Plan	0.6	---	0.9	1.7
Storage Space	---	1.1	0.9	1.7
Convenience	0.7	---	---	0.7
Car Wash	0.3	0.4	---	0.7
Location to Job	---	---	0.9	0.7
Hooks in Walls	---	---	0.9	0.7
Lawn Mowed	---	---	0.9	0.7
Tools	0.3	---	---	0.3
Children Bused	---	0.4	---	0.3
Trash Facilities	---	---	0.4	0.3
Temporary	---	---	0.4	0.3
Terrace	---	---	0.4	0.3
Wing Parties	---	---	0.4	0.3
Lack of Traffic	---	---	0.4	0.3
Only Place	---	---	0.4	0.3
Allocation	---	---	0.4	0.3
	100.0	100.0	100.0	
	n=296	n=277	n=204	n=296

TABLE 8 Frequencies of Responses to Things Liked Least About Jardine

Response	Disliked Most	Disliked Second	Disliked Third	% Stating Item
Noise	18.2	11.2	12.1	38.8
No Shower	9.8	8.2	12.1	27.6
Small Kitchen	3.1	10.0	8.8	19.9
Bugs	11.5	4.5	4.2	19.2
No Heat Control	5.6	6.3	8.4	18.5
Small Space	6.3	7.4	2.9	15.7
Parking	3.8	3.7	5.4	11.9
Small Refrigerator	2.1	3.7	5.9	10.5
Furniture	4.9	3.3	1.7	9.4
Lack of Storage	2.8	3.3	2.9	8.4
Snow Removal	3.1	3.0	1.7	7.3
Thin Walls/Floors	2.8	3.0	1.3	6.6
No Air Conditioner	2.1	1.9	2.1	5.6
Neighbors	3.0	1.1	1.7	5.6
Decorative Restrict.	0.7	2.2	1.3	3.8
Maintenance	1.7	1.1	0.8	3.5
No Carpet	0.3	1.9	1.7	3.5
Rec. Facilities	---	0.7	2.9	3.1
Laundry	0.3	0.7	2.1	2.8
Housing Dept.	1.4	0.4	1.3	2.8
No Storage in Bath	1.0	1.1	0.8	2.8
Quality of Bldg.	2.1	0.4	0.4	2.8
No Social Activities	1.0	0.7	0.8	2.4
Mail Delivery System	---	2.2	---	2.1
Foreigners	0.3	1.5	0.4	2.1
Walls Need Painting	---	1.1	1.3	2.1
Clutter	0.3	1.5	0.4	2.1
Checkout	---	0.4	1.7	1.7
Distance to Laundry	0.7	0.7	0.4	1.7
No Second Bed	0.3	0.7	0.4	1.4
No Garbage Disposal	---	0.7	0.8	1.4
Cost	0.7	0.4	0.4	1.4
Landscaping	0.3	0.4	0.8	1.4
Area Manager	0.7	---	0.8	1.4
Lack of Freedom	1.0	---	0.4	1.4
Too Many Rules	---	1.5	---	1.4
No Kitchen Vent	---	0.7	0.4	1.0
No Trans. to Campus	0.3	0.4	0.4	1.0
Plumbing	0.3	0.4	0.4	1.0
Locks	0.7	---	0.4	1.0
No Exhaust in Bath	---	0.7	0.4	1.0
No Pets	0.7	---	0.4	1.0
Drafty	---	0.4	0.8	1.0
Downstairs Apt.	0.3	0.4	0.4	1.0

TABLE 8 Continued

Response	Disliked Most	Disliked Second	Disliked Third	% Stating Item
Floor Plan	0.3	0.7	----	1.0
Distance to Campus	0.3	0.4	0.4	1.0
No Reserved Parking	0.3	0.4	0.4	1.0
Gas Oven	---	0.7	---	0.7
High Speed Limit	0.3	0.4	---	0.7
Kids	---	0.4	0.4	0.7
No Storm Windows	0.3	0.4	---	0.7
Appliances	---	0.7	0.4	0.7
Lighting	---	0.4	0.4	0.7
No Privacy	0.7	---	---	0.7
Second Floor Apt.	0.3	---	0.4	0.7
Singles Allowed	---	---	0.8	0.7
Lockout Fee	0.3	---	---	0.3
Rats	0.3	---	---	0.3
Motel Appearance	---	---	0.4	0.3
One Door	0.3	---	---	0.3
Odor	---	---	0.4	0.3
Parties	---	0.4	---	0.3
Electrical Outlets	---	---	0.4	0.3
Single Status	0.3	---	---	0.3
No Neigh. Coop.	---	---	0.4	0.3
Appearance	0.3	---	---	0.3
No Public Trans.	0.3	---	---	0.3
Walkways	---	0.4	---	0.3
No Cable TV	---	0.4	---	0.3
	<u>100.0</u> n=286	<u>100.0</u> n=269	<u>100.0</u> n=239	n=286

TABLE 9 Improvements or Changes Desired in Jardine

Response	Improve First	Improve Second	Improve Third	% Stating Item
Install Showers	22.2	13.4	7.9	38.3
Soundproof Apt.	5.7	6.5	6.1	14.9
Enlarge Kitchen	4.6	8.8	4.8	14.9
New Furniture	5.0	5.1	9.1	14.9
Reserved Parking	4.6	4.6	4.2	12.6
Larger Refrigerator	3.4	6.9	4.2	11.9
Central Air	4.6	5.6	3.0	11.2
Carpet Floor	3.4	2.8	6.1	9.6
More Storage Area	3.4	3.7	1.2	7.3
Indiv. Thermostats	1.9	3.2	3.0	6.5
Pest Control	3.1	1.4	3.0	6.1
Insulate Walls	2.7	1.9	1.8	5.4
Change Apartments	4.6	0.5	0.6	5.4
Paint Walls	2.7	2.3	1.2	5.4
Group "Likes"	2.3	2.3	1.8	5.4
More Rec Facilities	0.8	2.3	3.0	4.6
Improve Landscaping	1.1	2.3	1.8	4.2
Storage in Bath	0.8	0.9	3.6	3.8
Maintenance	2.3	0.9	0.6	3.4
Children's Activity	1.1	1.4	1.8	3.4
Storm Windows	1.1	1.4	1.2	3.1
Better Snow Removal	1.2	0.5	2.4	3.1
Install Disposers	---	1.4	1.8	2.3
Exhaust Fan	0.4	1.4	1.2	2.3
Change Rules	0.8	0.5	1.8	1.9
Lower Rent	0.4	1.4	0.6	1.9
More Washers/Dryers	0.8	0.9	0.6	1.9
Change Management	0.8	0.9	0.6	1.9
Wall Hangings	0.8	0.9	---	1.5
Add Heaters	0.8	0.9	---	1.5
Redecorate Apt.	0.8	0.5	0.6	1.5
Use Rent for Improve	0.4	0.5	1.2	1.5
Light Inside	1.1	---	0.6	1.5
Move Out	1.1	0.5	---	1.5
More Activities	---	0.5	0.6	1.1
Heat Control	---	0.9	0.6	1.1
No Singles	0.4	---	1.2	1.1
Fence	0.8	0.5	---	1.1
Demand Cleanliness	0.4	0.5	0.6	1.1
Insurance	---	0.5	0.6	0.8
Checkout Rules	---	0.5	0.6	0.8
Pay for Cleaning	---	0.5	0.6	0.8

TABLE 9 Continued

Response	Improve First	Improve Second	Improve Third	% Stating Item
No Formals	---	---	1.2	0.8
Shuttle Bus	0.4	---	---	0.8
Daycare Coop	---	1.2	---	0.8
Introduce Self	0.4	---	0.6	0.8
Locks on Doors	0.4	0.5	---	0.8
Upkeep Laundry	---	0.9	---	0.8
Private Mail Boxes	0.4	---	0.6	0.8
Pave Parking Lot	0.8	---	---	0.8
Furn. 2nd Bdrm	0.4	---	0.6	0.8
Light Outside	---	0.5	0.6	0.8
Change Area Mgr.	0.4	---	0.6	0.8
Air Cond. in Bdrm	---	0.5	---	0.4
Fix Gas in Range	---	---	0.6	0.4
Parking Closer to Apt	---	0.5	---	0.4
Don't Raise Rent	0.4	---	---	0.4
Activity Bldg.	0.4	---	---	0.4
Football Team	0.4	---	---	0.4
Closer to Laundry	0.4	---	---	0.4
Plumbing	0.4	---	---	0.4
Trike Storage	---	0.5	---	0.4
Tenant do Upkeep	0.4	---	---	0.4
TV Antenna	---	---	0.6	0.4
Suggestion Box	---	0.5	---	0.4
TV Outlets	0.4	---	---	0.4
Store	---	0.5	---	0.4
More 2 Bdrm Apts.	---	---	0.6	0.4
No Neighbors	---	---	0.6	0.4
Allow Pets	---	---	0.6	0.4
Place to work on car	0.4	---	---	0.4
Better Drainage	---	---	0.6	0.4
Better Communication	---	0.5	---	0.4
Different Windows	0.4	---	---	0.4
3 Bdrm Apts.	0.4	---	---	0.4
Enforce Rules	0.4	---	---	0.4
Free Laundry	---	---	0.6	0.4
Dishwasher	---	0.5	---	0.4
Storm Shelter	---	---	0.6	0.4
Clubhouse	0.4	---	---	0.4
	100.0	100.0	100.0	
	(n=261)	(n=216)	(n=165)	(n=261)

Future Projects and Activities Proposals

The three proposals with which respondents are most in favor are: showers installed in the bathroom, more storage space, and new kitchen appliances and cabinet counter areas. The three proposals least favored are: a community building, snow shovels and non-student wife's club. (Table 10).

Of the respondents that indicated they disliked not having a shower in the question, "What are the three things you like LEAST about living in Jardine?" the majority of them were in favor of installing showers and indicated they would be willing to pay an increase in rent per month to have them installed. (Table 11). A similiar relationship was found for those who disliked the parking and reserved parking proposal, and also between those who disliked the kitchen unit and the proposal for new kitchen appliances and cabinet/counter space. (Tables 12 and 13). This is a good indicator that the respondents are willing to pay for and want these extra services.

Both U.S. and non-U.S. Citizens with children were more in favor of daycare facilities than those without children. Several respondents without children indicated they would pay more in increased rent if the facilities were provided. (Table 14).

Employment had a significant influence of the

desire for a non-student wives club. Those who are employed were less in favor of the club. U.S. Citizens were not willing to pay very much for this activity, but a larger portion of the non-U.S. Citizens, especially those unemployed indicated interest in the club. (Table 15).

TABLE 10 Future Projects and Activities Proposals,
Percent Distribution

	Community/Activity Building	Cooperative Daycare	New Kitchen Area	Adult Activities	Children Activ.	Family Activities	Showers Installed	Educational Meet.	Non-student Wife Club	Snow Shovels	Reserved Parking	Storage Space	New Furniture
Not in favor of	40	27	17	33	26	30	6	27	37	38	25	14	21
Would like/no increase	34	27	30	47	48	49	28	55	52	51	48	40	39
Under \$1 increase per mo.	13	15	16	11	14	11	19	11	7	9	17	25	17
\$1-\$5 increase per mo	11	18	27	7	10	7	32	5	2	1	8	17	16
\$5-\$10 increase per mo.	2	8	9	1	1	2	11	1	1	1	2	3	5
\$10-\$20 increase per mo.	---	5	1	1	1	1	4	1	1	---	1	1	2
Total Number	100 280	100 283	100 293	100 280	100 276	100 274	100 298	100 288	100 269	100 281	100 294	100 289	100 270

TABLE 11 Desire Showers Installed by Dislike of No Shower

	Did not Indicate Dislike	Indicated Dislike w/ no Shower
	percent	
Not in favor of	7.3	2.5
Would like if no increase	33.8	10.1
Less than \$1	19.6	17.7
\$1 to \$5 increase	27.9	44.3
\$5 to \$20 increase	<u>11.4</u> 100.0 (n=219)	<u>25.3</u> 100.0 (n=79)

$$\chi^2 = 26.42, 4 \text{ df } p \leq .001$$

TABLE 12 Desire Reserved Parking Stalls by Dislike Parking

	Did not Indicate Dislike	Indicated Dislike w/ parking
	percent	
Not in favor of	26.9	5.9
Would like if no increase	49.6	38.2
Less than \$1	15.8	26.5
\$1 to \$5 increase	6.5	17.6
\$5 to \$20 increase	<u>1.2</u> 100.0 (n=260)	<u>11.8</u> 100.0 (n=34)

$$\chi^2 = 27.22, 4 \text{ df } p \leq .001$$

TABLE 13 Desire Kitchen Appliances Cabinet/Counter Space by Dislike of Kitchen

	Did not Indicate Dislike	Indicated Dislike w/ Kitchen
	percent	
Not in favor of	22.4	6.5
Would like if no increase	34.3	20.7
Less than \$1	12.9	21.7
\$1 to \$5 increase	23.4	33.7
\$5 to \$20 increase	7.0	17.4
	100.0	100.0
	(n=201)	(n=92)

$$\chi^2 = 25.40, 4 \text{ df} \quad p \leq 0.001$$

TABLE 14 Citizenship by Children Present by Desire
Daycare Facilities

Daycare	U.S. Citizen		Non-U.S. Citizen	
	No Children	Have Children	No Children	Have Children
Not in favor	35.2	24.6	22.2	11.6
Would like if no increase	38.3	16.4	26.7	7.0
Less than \$1	10.9	14.8	26.7	16.3
\$1 to \$5	8.6	19.7	13.3	48.8
\$5 to \$20	<u>7.0</u> 100.0 (n=128)	<u>24.6</u> 100.0 (n=61)	<u>11.1</u> 100.0 (n=45)	<u>16.3</u> 100.0 (n=43)
	$\chi^2 = 22.48, 4 \text{ df}$ $p \leq .001$		$\chi^2 = 17.01, 4 \text{ df}$ $p \leq .001$	

TABLE 15 Citizenship by Employment by Desire Non-
Student Wives Club

Non-Student Wives Club	U.S. Citizen		Non-U.S. Citizen	
	Not Employed	Employed	Not Employed	Employed
Not in favor	33.3	50.0	14.0	29.2
Would like if no increase	48.7	47.9	56.1	70.8
Less than \$1	17.9	1.4	17.5	0.0
\$1 to \$5	0.0	0.0	10.5	0.0
\$5 to \$20	<u>0.0</u> 100.0 (n=39)	<u>0.7</u> 100.0 (n=144)	<u>1.8</u> 100.0 (n=57)	<u>0.0</u> 100.0 (n=24)
	$\chi^2 = 19.22, 3 \text{ df}$ $p \leq .001$		$\chi^2 = 9.84, 4 \text{ df}$ $p \leq .05$	

DISCUSSION

The respondents in this study of student family housing were older than the typical single student. Several subgroups exist within the sample here: couples with children, single parents, one spouse living alone, single graduate students, foreign students and combinations of the subgroups. These subgroups all have both similar and differing needs and wants, likes and dislikes. At the same time no two respondents are exactly the same.

Rent and location were the top two responses to things liked best about Jardine. This is not surprising as the monthly rental rate for Jardine is almost half of that of most of the other apartment complexes in Manhattan. The apartments are within walking distance to any building on campus where most of the complexes in Manhattan are further away.

The noise level in Jardine was the most frequent item disliked. Respondents offered several solutions to this including carpeting the floor, insulating walls and ceilings, and putting up ascoustic tiles. Another solution that would help ease the noise in the units is the community building offering the residents and children a place to go to entertain, to use recreational facilities and to provide daycare facilities. It would enable the residents to use their units for study and the community building for social and recreational opportunities.

The lack of showers is another problem frequently disliked. Both U.S. and foreign cultures have emphasized the usage of showers. In some foreign countries it is part of their religion to shower first when bathing so they don't sit in dirty water. Another frequently mentioned problem is the kitchen unit. Most of the units are one-wall efficiency units. Many have an under-counter refrigerator. The storage space and freezer space is very limited. Many families often desire more space so they can purchase foods in quantity at lower sale prices.

The floor space in the dining and kitchen areas is less than the Minimum Property Standards require for multi-unit or low-income housing. These units were built before the requirements were established so they are exempt by the grandfather clause. The bedrooms meet the standards.

The level of satisfaction with the housing in general is similar to levels found in other housing satisfaction studies. However, only half of the respondents are satisfied with social and recreational opportunities. When asked if they participated in an intramural activity, many indicated that no such activities exist. Better communication could help solve that problem. As in previous studies, there existed three subgroups: one who did not want any help in social or recreational

activities - "We are adults, we can find our own, we don't have time to participate." The second subgroup, and the largest, seemed not to care either way, and the third subgroup indicated they wanted organized social and recreational activities.

The types and kinds of activities varied with household type and children. Those with children wanted activities geared for the family. Single households were more interested in activities for adults.

When the respondents have a complaint regarding their housing, the Department of Housing is the most popular place to go to complain. Many of the respondents indicated they liked the housing staff. A few disliked their area manager. One respondent suggested to place a suggestion box in the housing office so residents could drop off their suggestions.

One item frequently written in on the questionnaire was the lack of repairs, upkeep and maintenance that goes back into the units themselves. Many respondents indicated that they thought their rent money was used to supplement other University-owned housing but should be used only for Jardine.

Most of the respondents would recommend Jardine to other couples because of the low cost and close location to campus. This is a good way for the Housing Department to get free advertising.

Although the community building was a low priority for future improvements, respondents indicated that they wanted the activities the community building would provide - daycare facilities, a place for social activities, and educational meetings. They were also in favor of items to improve their individual unit - showers, kitchen unit, storage space, and furniture.

RECOMMENDATIONS

Based on the findings of this study, the changes that the Department of Housing could make to increase the residents satisfaction the most include installing showers, new kitchen appliances and storage space, providing daycare facilities, and more organized social and recreational opportunities for families. Although the respondents were not in favor of a community building, they are in favor of the activities that the building would allow the University to provide. I recommend that the Housing Department look further into providing these items.

I strongly urge the Department of Housing to recognize the differing subgroups of students living in Jardine, and that they may have both similar and different needs than the majority of the students.

I further recommend that the Department of Housing evaluate the rental rates charged, to possibly raise the rates to accommodate for expenses in providing for better housing to meet the students' needs. This cost should not be raised to a level that would discourage students from living there.

I also recommend that the student government of Jardine be evaluated to encourage more participation in the government. A better communication system is needed to help let the residents know what is going on.

Future Policy Recommendations

An increase of apartment construction in Manhattan has opened up more housing options for married students. The University could encourage students to live in Jardine by recognizing their needs and wants, maintaining the units, and providing activities they would not have in an off-campus housing situation. The rental rate should be kept as low as possible to help ease the student's financial problem, but should be high enough to provide services and facilities desired.

The University should be aware that the married student is concerned with the welfare of his/her family and desires housing to accommodate the whole family's needs. By recognizing the whole family, instead of just the student, the University can encourage students to live in Jardine. Activities that the University could provide include daycare for preschool children, orientation for foreign students and their wives, educational meetings, small group meetings, programs on cleaning appliances, pest control, gardening as well as social activities for the whole family.

The units and buildings should be maintained and remodeled. The University should look into long range replacement of appliances as well as short range (when it breaks down). Most kitchen appliances have a life-

time expectancy of 13 to 15 years. Many of the ones presently used are in need of replacement.

Although this study did not include the subject of handicapped persons, the University should provide housing to accommodate their needs too.

If the time arises when the apartments are not fully occupied, the University could consider making some of the apartments into three bedroom units by combining a one bedroom unit and a two bedroom unit. Another suggestion would be to allow single undergraduate students to live in one of the buildings.

Finally, I encourage the University to continue to do research on student housing to provide better housing to meet the students needs.

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APPENDIX A



Department of Housing

Pittman Building
Manhattan, Kansas 66506
913-532-6453

Dear Jardine Terrace Resident:

I am a graduate student in the Department of Family Economics. My thesis is about married student and family housing on college and university campuses. The main focus is Jardine Terrace Apartments here at Kansas State University.

I am trying to find out what your likes and dislikes are about living in Jardine. Please state them either way. Your name or apartment number will not be connected with the questionnaire or the findings in any way. The questionnaire is strictly anonymous. Please do not put your name and address on the questionnaire or the return envelope.

I also want to know what your feelings are toward future projects for the Jardine apartments and residents. If you have additional ideas or comments, please feel free to write them in. You may omit any questions that you do not wish to answer.

I strongly urge you to participate in filling out this questionnaire. Your answers will help me and the Department of Housing to know more about the housing needs of married students here at Kansas State University.

When you have finished, please place the questionnaire in the enclosed envelope and mail it within 10 days.

Thank you for your participation.

Sincerely,

Susan Sanders

Susan Sanders
Graduate Student

Suzanne Lindamood
Dr. Suzanne Lindamood
Asst. Professor
Department of Family Economics

Wendell Kerr
Mr. Wendall Kerr
Assistant Director
Department of Housing

This survey is being conducted under guidelines established by Kansas State University. By cooperating, you will help provide answers to important questions; however, your participation is strictly voluntary. You should omit any questions which you feel unduly invade your privacy or which are otherwise offensive to you. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results.

I. First, we would like to know some things about your housing:

1. Is your apartment _____ 0. Unfurnished
_____ 1. Furnished
2. Is it _____ 0. One bedroom
_____ 1. Two bedroom
3. How long have you lived in Jardine? _____ Months _____ Years
4. How long have you lived in your present apartment? _____ Months _____ Years
5. How satisfied are you with the Jardine housing facilities?
_____ 4. Very satisfied
_____ 3. Satisfied
_____ 2. Dissatisfied
_____ 1. Very Dissatisfied
6. As far as comfort and satisfaction of you and your family are concerned, what are the three things that you like BEST about living in Jardine?
1. _____
2. _____
3. _____
7. What are the three things you like LEAST about living in Jardine?
1. _____
2. _____
3. _____
8. If you wished to improve your family's general satisfaction of living in Jardine, what changes would you make?
1. _____
2. _____
3. _____
9. Would you recommend to another student couple to move into Jardine?
_____ 0. No
_____ 1. Yes
Why or why not? _____

10. In what type of housing would you PREFER to live in while attending KSU?
 _____ 0. Jardine Terrace Apartments
 _____ 1. Single family detached home
 _____ 2. Duplex
 _____ 3. Townhouse
 _____ 4. Mobile home
 _____ 5. Apartment in a house
 _____ 6. Apartment in a building of 4 stories or less
 _____ 7. Apartment in a commercial building
 _____ 8. Other (describe) _____
11. Do you think any conditions within your unit are substandard?
 _____ 0. No
 _____ 1. Yes
 If YES, please describe: _____
12. If you had a complaint related to your present housing, where would you go to complain?

13. How much do your utilities usually total per month? _____
14. How much would you say your family could afford to pay per month for housing, including utilities? _____
15. In the Jardine housing area, how satisfactory are the:
 Social Recreation
 Opportunities? Opportunities?
 _____ 4. Very Satisfactory _____
 _____ 3. Satisfactory _____
 _____ 2. Dissatisfactory _____
 _____ 1. Very Dissatisfactory _____
16. Do you have a garden plot?
 _____ 0. No
 _____ 1. Yes
 If YES: Did you or will you plant a garden?
 _____ 0. No
 _____ 1. Yes
17. Have you participated in a Jardine intramural activity?
 _____ 0. No
 _____ 1. Yes
18. Have you ever attended the mayors meetings?
 _____ 0. No
 _____ 1. Yes

19. How often does your family use the recreational park area?

☐ 1. Daily
☐ 2. Once a week
☐ 3. Once a month
☐ 4. Never

20. Check the response which best describes the existing rules and regulations for the Jardine housing area?

☐ 1. Too restrictive
☐ 2. Too liberal
☐ 3. Adequate, but lack enforcement
☐ 4. Adequate, and effectively enforced

21. Indicate if you would be in favor of or against the following proposals for the Jardine housing area, and how much, if any, you would be willing to pay per month in increased rent if they were provided.

	Not in favor of	Would like only if no increase	Less than \$1 per mo. increase	\$1-\$5 month	\$5-\$10 month	\$10-\$20 month
a. A community/activity building for Jardine residents						
b. Cooperative daycare facilities to be provided for preschool children						
c. New kitchen appliances and cabinet/counter area						
d. More social activities for adults						
e. More social activities for children						
f. More social activities for families						
g. Showers to be installed in the bathroom						
h. Educational-type meetings such as money management, interior design, planting a garden, caring for appliances, consumer protection, etc.						
i. Non-student wife's club or get togethers						
j. Snow shovels for each apartment						
k. Reserved parking stalls-one per apartment						
l. More storage space inside-cabinets, shelves						
m. New or recovered furniture						

- II. In order to help interpret the housing information, we would like to know the following:
22. Type of household in which you live in Jardine:
- ☐ 1. Single male
 - ☐ 2. Single female
 - ☐ 3. Married-husband and wife together
 - ☐ 4. Married-husband living apart from family
 - ☐ 5. Married-wife living apart from family
23. Who is answering this questionnaire? (Check those that apply)
- ☐ 1. Male
 - ☐ 2. Female
24. Who is a student at KSU? (Check those that apply)
- ☐ 1. Husband
 - ☐ 2. Wife
 - ☐ 3. Other, please specify: _____
25. Classification:
- | | | |
|--------------------------|--------------------------|------------------------------|
| Wife or | Husband or | |
| single female | single male | |
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Freshman |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Sophomore |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Junior |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Senior |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Graduate |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Non-degree - unclassified |
26. Age of husband or single male: _____; age of wife or single female: _____
27. How long have been married? Put 0 if you are not married. _____
28. Are you a U.S. citizen?
- ☐ 0. No
 - ☐ 1. Yes
29. What is your native country? _____
30. Number of children living with you: _____
31. Ages of children living with you: _____
32. Number of adults (including yourself) living in your apartment: _____
33. How many of the following do you own?
- Automobile ☐
 - Motorcycle ☐
 - Bicycles ☐
 - Moped ☐

34. How many hours per week is the Husband or single male employed? _____
 Wife or single female? _____ Others? _____
35. In what category does your total annual income fall? Include both yours, your spouses and from all sources-parents, scholarships, fellowships and any other source.
- | | |
|----------------------------|--------------------------|
| _____ 1. Less than \$1,000 | _____ 5. \$5,000-\$6,999 |
| _____ 2. \$1,000-\$1,999 | _____ 6. \$7,000-\$8,999 |
| _____ 3. \$2,000-\$2,999 | _____ 7. \$9,000-\$9,999 |
| _____ 4. \$3,000-\$4,999 | _____ 8. Over \$10,000 |
36. What type of housing did you grow up in?
- | Wife or
single female | Husband or
single male | |
|--------------------------|---------------------------|---|
| _____ | _____ | 1. Single family detached home |
| _____ | _____ | 2. Duplex |
| _____ | _____ | 3. Townhouse |
| _____ | _____ | 4. Mobile home |
| _____ | _____ | 5. Apartment in a house |
| _____ | _____ | 6. Apartment in a building of 4 stories or less |
| _____ | _____ | 7. Apartment in a building of 5 stories or more |
| _____ | _____ | 8. Apartment in a commercial building |
| _____ | _____ | 0. Other (describe) _____ |
37. Rank in order which of the following you consider most important when selection housing accommodations. (1=most important; 4=least important)
- | |
|---|
| _____ 1. Cost |
| _____ 2. Location-close to campus |
| _____ 3. Quality of unit |
| _____ 4. Size of unit (number of square feet) |

Thank you for participating in filling out the questionnaire. Please be sure and place it in the envelope provided and mail it.

APPENDIX B

MAYOR'S MINUTES
January 24, 1979

A questionnaire regarding to the COOP babysitting program was passed out and then reviewed by the mayor's council. The questionnaire will be coming out within the next couple of weeks and will give the mayors a good idea of the needs of the residents in regard to the program. Please fill out the questionnaire and return it to your councilperson.

Some tools have been purchased for the use of Jardine/NCC residents. There is no charge to use the tools; however they must be checked out (student I.D. or driver's license will be required at checkout). Each mayor has a list of the tools available. Tools may be checked out with Terry Shinolge, NCC #115, phone 776-3404.

Due to the lack of equipment available for snow removal, each building is asked to be responsible for snow removal in it's parking area. Snow shovels are stored at the apex of each building for use by the residents. Please return all snow shovels if you have them, and please return them to the apex of the building after each use.

MAYOR'S MINUTES
February 7, 1979

You will be receiving a survey in the mail very soon regarding housing facilities, etc. in Jarcine/NCC. This survey is part of a thesis being done by a graduate student here at K-State. A self addressed, stamped return envelope will be enclosed with the survey. Please fill out the survey and mail it back in as soon as possible. Your opinions will be a great deal of help and very much appreciated.

Bill Hoyt, a graduate student in Horticulture, will be holding meetings this spring to help residents learn how to get the most from their garden plots. The dates of the meetings and subjects will be announced later.

The mayor's council is looking into having a garden plot coordinator this spring. The person will be in charge of assigning plots, lay out of plots, etc. More on this will be out in future minutes.

SUNFLOWER STORAGE

Feb 10	Jim Parrish	March 3	Paula Wedel
Feb 17	Dana Andrews	March 10	Randy Kiel
Feb 24	Chris Hansen	March 17	Mike Paul

APPENDIX C



Department of Housing

Pittman Building
Manhattan, Kansas 66506
913-532-6483

March 5, 1979

Dear Jardine Terrace Resident:

I would like to take this opportunity to thank you for participating in completing the questionnaires mailed to you for my thesis. I have had a fairly good response so far.

However, to get the best representation from you, I need some more responses. Remember, your name or apartment number will not be recorded or used in any way with the results.

If you haven't completed and returned the questionnaire, please take a few minutes and do so. Please send it in before spring break.

Thank you again for participating. My thesis is intended to be used as a guideline for the Department of Housing in providing student family housing. Have a nice spring break!

Sincerely,

Susan Sanders

Susan Sanders
Graduate Student

STUDENT FAMILY HOUSING AT KANSAS STATE UNIVERSITY:
SATISFACTION AND FUTURE PROGRAMS

by

SUSAN PARSONS SANDERS

B. S., Friends University, 1977

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Family Economics

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1979

PURPOSE: The purpose of this study is to identify the demographic characteristics, the housing satisfaction level, and desires for future projects and activities of the students living in student family housing at Kansas State University.

PROCEDURE: A self administered questionnaire was mailed to each occupied apartment in the University-owned student family apartments - Jardine Terrace - in February, 1979. Of 547 questionnaires mailed, 304 (55%) were returned. The information was gathered anonymously.

RESEARCH DESIGN: The dependent variable is housing satisfaction. The independent variables are those regarding the housing situation: crowding, rental cost, maintenance, conditions of the unit, student government, parking, pest control, noise, outdoor play area, heating of the unit, etc. Moderator variables include: previous housing situations, how long the couple has lived in Jardine, how long the couple has been married, and the economic value system of the participant. The control variables include: age of head, sex of head, marriage status, number and age of children, classification, total number of people living in the unit, the type of unit - one bedroom or two bedroom; furnished or unfurnished, and the family's income.

FINDINGS: The majority of the respondents were married and living with their spouse, and had no children. The mean age of the male respondents was 27, and the female 24. The average number of years married was 4. One-third of the respondents were not U.S. Citizens. Most of the respondents were upper-classmen or graduate students.

Respondents ranked cost as the most important factor in selecting housing. Rent and location were the two main things respondents liked the best about living in Jardine. Noise and no shower were the things liked least. Eighty-five percent of the respondents were satisfied or very satisfied with living in Jardine. Only half of the respondents were satisfied with social and recreational opportunities presently provided.

The top three future proposals respondents were most in favor of are: showers, storage space, and new kitchen appliances. Those they least favored are: community building, snow shovels, and non-student wife's club.